

This support document to the *Formative Years*, intended for teachers of the Junior Division, suggests classroom activities to help children:

- become familiar with the geography and culture of the community;
- become familiar with the historical development of the community.

Community Study

Minister of Education
Hon. Bette Stephenson, M.D.

Introduction

Community study must begin by bringing the child into direct contact with the community in which he or she lives. Through this direct experience, understandings, attitudes, and skills can be developed which enable the child to move into the unknown, the historical community.

The document outlines a variety of activities organized around relevant topics and designed to help students gain a better understanding of their community and of their role as members of the community. It is hoped that teachers will read the entire document and then select the activities that are most suitable for the children and the community in which they live.

These activities should help students develop skills in critical thinking and analysis; observation; map-reading; interpreting a variety of forms of information such as graphs, charts, and pictures; selecting relevant information from written and visual material; organizing information; building vocabulary; asking questions; conducting interviews; working in groups; applying what they know (the known) to what they don't know (the unknown); and problem-solving. Such attitudes as accepting and respecting the opinions of others and having pride in one's community will evolve naturally.



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1. Where Do I Live?

Objectives	Activities for the Child
a) To complete a profile of the school community	Walk around the school boundaries and observe: <ul style="list-style-type: none">– the landmarks– the location of the school in relation to the parking lot, playground, and the neighbourhood– the population of the school as divided into students, teachers, others, and pets– the classroom as compared to the rest of the school.
b) To complete a profile of the neighbourhood (the area that feeds the school)	Walk around the neighbourhood and observe: <ul style="list-style-type: none">– the types of houses– the presence of apartment buildings and their tenants– evidence of pollution– how well property is maintained– the existence of swimming pools, boats, campers, snowmobiles (private recreational property)– the availability of parks and recreational equipment– the number of churches, professional buildings, and so on– the kinds of businesses– the number of people, vehicles, regulations, animals– the location of the school in relation to the community.
c) To complete a profile of the village, town, or city in which the school is located	Use an air photo or a map and observe: <ul style="list-style-type: none">– the boundaries– the roads– specific buildings– the size and location in relation to Ontario– any specific landmarks– nearby rivers and lakes– the legend, the scale (size), and the cardinal directions (N., S., E., W.) on the air photo or map. <p>The air photo or map can be compared with other area air photos or maps.</p>

Follow-up Activities


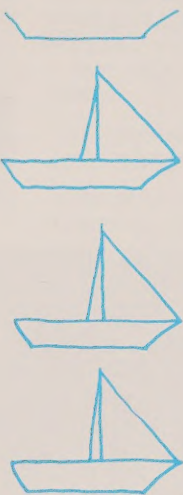
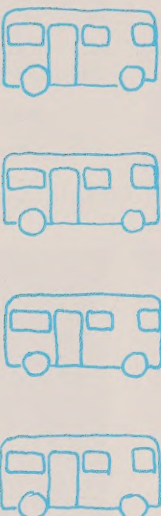

- The children could:
- draw desk maps of each profile to scale;
 - collect or create relevant pictures – illustrations or photos;
 - create murals, models, stories, collages or montages, mobiles, or graphs;
 - collect vocabulary to be used as a spelling list;
 - conduct interviews;
 - take sketching trips;
 - construct dioramas (picture-models made in cardboard boxes).

Skills

- a) *Making Graphs*
- The class decides upon an idea for a graph, e.g., “Private Recreation in My Neighbourhood”.
 - Each child gathers information on the number of pieces of recreational property in the neighbourhood.
 - The class members interview students in the school and any others they know outside of the school on the topic.
 - Either a pictograph, a pie graph, a line graph, or a bar graph should be chosen. Younger students like the pictograph, and for this particular activity it is often the best.
 - After totalling the numbers, the child decides upon the scale to use, e.g., 1 symbol = 2 items (therefore, 1/2 symbol = 1 item), as in the accompanying example.
 - The student plans and sets up the graph. A sufficient quantity of symbols are then made.



Private Recreation in My Neighbourhood
(each symbol represents 2 items)

			
Swimming Pools	Boats	Campers	Snowmobiles

— A title, a scale, and any other necessary information is added. The accompanying example has four different types of private recreational property. Each symbol is added in exact proportion to the others; that is, all symbols must be in line if the graph is to be accurate.

— Finally, the child writes a summary of the graph to answer the question “What does the graph tell me?”

Summary:
When I look at my graph I see how many facilities for private recreation there are in my neighbourhood. More people have snowmobiles than any other kind of recreational facility. Some families have more than one since they enjoy the sport as a family. The smallest number is in the pools column. Since there are two public pools in my community, fewer people probably would have pools. Half of the neighbourhood prefers boats and campers.

- b) *Constructing Dioramas*
- The children should follow this procedure in constructing their dioramas:
- Decide upon an idea for a diorama, e.g., “Kinds of Homes in My Neighbourhood”.
 - Cut the flaps off the box.
 - Paint or colour the interior to represent grass, sky, and so on. Add people, streets, and trees to make it seem like a neighbourhood.
 - Place the models in their appropriate places inside the box.
 - Label each type of home and give the number of each in the neighbourhood.
 - Label the diorama with the title “Kinds of Homes in My Neighbourhood”.

— Write a summary describing the diorama. The summary might read: “In my diorama I am showing the different kinds of homes in my neighbourhood. Most people live in a split-entry home, with raised bungalows and ranch-style houses being the next popular. Fewer people live in modular homes. My house is one of the side-split homes.”

c) Constructing Mobiles

The children should be given the following instructions for constructing mobiles (free-hanging displays).

- Decide upon an idea for the mobile, e.g., “Kinds of Homes in My Neighbourhood”.
- Collect or draw pictures of the different types of homes.
- Label each type of home and give the number of each in the neighbourhood.
- Use a hanger, twig, stick, ruler, wire, or a type of sturdy frame to hang the houses from in balance from the top. Use a string, ribbon, wire, or thread to suspend each item.
- Include a summary to describe the mobile.

The summary may read: “When I made my mobile, I learned that few families in my neighbourhood live in two-storey houses and mobile homes. Most people live in a split-entry house like mine. The bungalow and the back-split follow closely behind the split-entry. My neighbourhood has many nice homes.”



2. Finding Locations

The children should use a globe or wall map to locate precisely where they live by identifying:

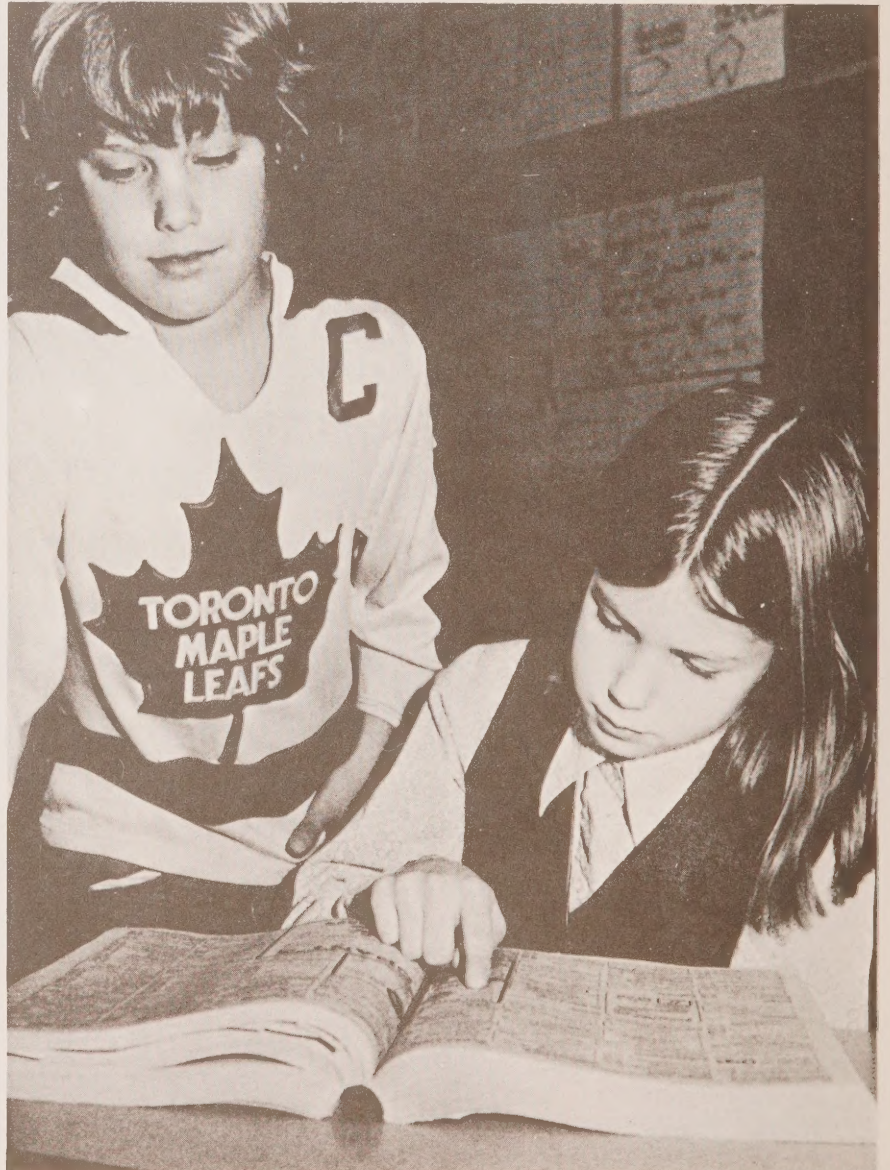
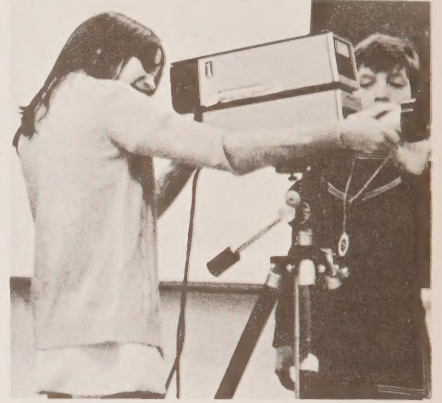
- the hemisphere
- the continent
- the country
- the province
- the county
- the city, town, or village of their community.

3. The Community

The children should create or find a map of the community that shows the cardinal directions (N., S., E., W.) and the boundaries of the community, and that has a scale such as 1 cm = 0.25 km. Using this map they should locate:

- the neighbourhood
- the school

- their homes
- the main transportation routes in the community
- the drainage systems
- the shopping malls, stores, schools, churches, cemeteries, and libraries.



4. Comparing the Neighbourhood and the Community

The neighbourhood is defined as the area in which the students attending the school live. The community is the city, town, or village in which the neighbourhood is located. The children should discuss each concept and record differences and similarities on a comparison chart.

Follow-up Activities for 2, 3, and 4

The children could:

- make a sandbox community to scale to include their homes, the school, the streets and main transportation routes, the public services in the community, and important buildings that they use;
- interview an older member of the community (a senior citizen);
- interview someone who offers a service in the community;
- create a skit, a movie, or a radio or television program about the community so that other people will either visit it or move there;
- make posters to depict interesting happenings in the community;
- write poetry about the community;
- write an historical review of the community;

- make murals, dioramas, or collages based on the community;
- make graphs or charts on different aspects of the community;
- take photos of things in the community and make a logbook or photo album;
- make crossword and jigsaw puzzles based on the vocabulary suggested by the community study;
- make riddles and sentences using the new vocabulary.

Skills

Interviews

The children should be carefully prepared to conduct interviews. A class or group discussion should lead them to formulate these important rules:

- respect the opinion of others;
- have respect for the person being interviewed;
- get permission from people before trying to interview them;
- have a list of prepared questions before conducting the interview;
- be polite;
- do not argue with the person being interviewed; an interview is supposed to uncover *their* opinions, not the interviewer's;

- set a convenient time with the person and be there on time;
- feel confident about the interview;
- take a tape recorder as well as pens, paper, and pencils;
- have pictures taken during the interview and be sure to send copies to the person interviewed.

The teacher should help the children prepare the list of questions. The questions should not be too personal. Children can interview a classmate first, then perhaps another teacher, the principal, or the school secretary before going out into the community.

Children should be equipped with all the functional materials necessary for their interviews. Consent forms will be required from the principal, the parents, and the person to be interviewed. The teacher should accompany the child or make sure that proper supervision is provided. The good question words — who, what, when, where, why, and how — should be reviewed.

A typical interview a child might have with the manager of the local grocery store would start with introductions. The child would thank the manager for giving his/her valuable time, and ask permission to tape the interview. The tape recorder would then be turned on, and the interview would start.

The questions would vary with the interest and developmental level of the child and the nature of the interview. Here are some sample questions:

- How many years have you been the manager of this store? Of other stores?
- What do you like best about your work?
- How do you know what quantities to order for the store?
- What kind of training do you need to become a manager?
- Do you hire the people that work in the store? Who does? How is it done?
- How often might you be transferred to other stores? Why is it done?
- Why does the store remain open for longer hours on Wednesday, Thursday, and Friday evenings?
- Are you able to get to know many of your regular customers? How? Is this a good practice?
- Which part of the store do you like best?
- How do you keep a record of the money coming into the store?
- What is the cost of operating the store for a week (or a month)?
- Does it cost more to heat the store in the winter or to air-condition it in the summer?
- How does your cooling (freezer) system operate when it is open all the time?



5. What Is a Community?

The objective of this topic is to answer the question: "Why do people live in communities?" The children can work in small groups or the class can work as a whole. The children can record their own ideas in their notebooks or a chart story can be made up from their own ideas and sentences. Thoughts to be discussed could include:

- a) "What would life be like if we did not work together?"
- b) "What is the common goal of a community?"

6. Services of a Community

The following activities can be given to the children to further their study of community services.

- a) Use telephone books to find the number, locations, and emergency telephone numbers of:
 - fire halls
 - hospitals
 - police stations
 - parks and recreational facilities
 - churches and service clubs
 - community services that the students feel are important
 - gas stations
 - restaurants
 - libraries.

b) Find out the occupations of your classmates' mothers, fathers, and any others living in their homes.

c) Study the neighbourhood stores and businesses, whether in a plaza or on the main street. Categorize the stores and businesses. Decide whether all needs are being met within the neighbourhood. Find out what services or stores have to be visited outside the neighbourhood and list them.

d) Study the neighbourhood's banks as to location, number, type, size, business hours, and whether they meet all of the community needs.

e) Study the transportation routes and their uses. Note their locations, the number of systems, the arrival/departure times, the fare charged, their accessibility, and the kinds of vehicles used (plane, train, water vehicles, go-train, bus, subway, streetcar, car, bicycle, taxi, snowmobile, dog sled). Some areas may have trails for walking, snowshoeing, skiing, or skating.

f) Study the professional people in the neighbourhood and the community (doctors, lawyers, dentists, chiropractors) and find out how many there are of each, their locations, and their specialties.

Follow-up Activities for 5 and 6

The children could:

- make models of the community showing the various services;
- role-play the service people in the community;
- interview someone in the community who offers a specific service;
- plan a field trip to explore a service offered in the community that interests the class;

— research methods of transportation, e.g., how an airplane operates, problems in a subway system, and so on;

— find out the educational requirements for various service jobs;

— make charts and graphs of the various occupations of the children's parents;

— make a map of the community showing the locations of services;

— make a "Services of Our (My) Community" booklet listing each service, its location, telephone number, and other facts that interest the children. Add pictures, maps, stories, and puzzles (covered with acetate, the puzzles can be used over and over again);

— make a photo album or logbook of pictures the children have taken themselves to illustrate the services. Write a commentary to accompany each.

7. Perimeter of Your Community

At this point of the study, the children are ready for a tour of their community; they should begin by travelling its perimeter. A map, a set of questions, and instructions should alert each child to the following points of concern:

- streets
- wealthier areas as opposed to poorer areas
- pollution
- residential, commercial, and industrial areas



8. Field Trips in the Community

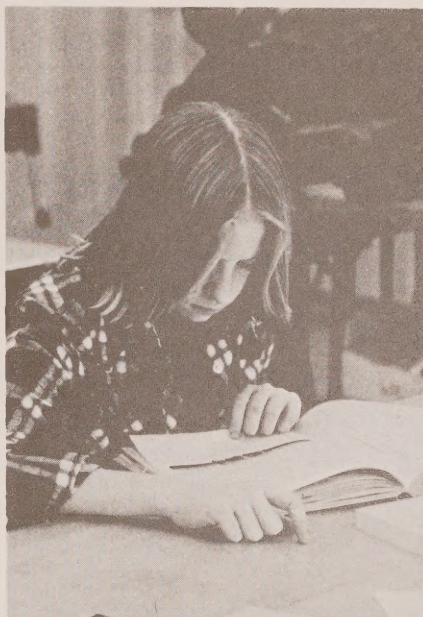


- the quality of roads
- the need for expanded or improved roads
- the location of factories
- new construction — houses, apartments, businesses, industries
- parklands and recreational facilities
- historic sites
- drainage systems
- traffic regulations and speeds
- schools, churches, professional offices, hospitals
- plazas, malls, small stores and shops, groceries, restaurants, pizza shops, hamburger places, ice cream shops, and so on.

Follow-up Activities

The children could make:

- charts
- murals
- crossword and jigsaw puzzles
- pictures — drawn, collected, or photographed
- stories
- maps
- transparencies — acetate sheet and felt pen to illustrate a specific interest of the child
- a peep show — like a large comic strip inside a box
- a filmstrip of the community on paper or on strips of transparent acetate
- a taped interview with other children about the community
- models — in sand, toothpicks, popsicle sticks, or cardboard
- a flat paper model of the community's perimeter
- comparative charts of various parts of the community.



Plan to visit a number of places within the community to develop children's awareness of their community. The same approach should be used as was described for the perimeter trip. A booklet of questions, instructions, maps, and routes should be planned. By this point in the study the children should be able to decide upon follow-up ideas without too much teacher input. The teacher's role is to act as a resource person for the class.

Try to make as many trips into the community as possible. Use the public transportation system whenever possible instead of school buses. Make sure to notify the public transit system before loading a class of thirty children onto a bus. Try to have one parent for every three to six children when travelling on public transportation. Invite parent-helpers in for a planning session before the trip and point out exactly what you would like them to do.

Children should be briefed before the trip so that they know what behaviour is expected of them. An activity book can be made to keep them aware of their surroundings while on the bus, subway, train, or streetcar. Focus may be placed on the public transit system by prior discussion of its history, the fare structure, availability (times and locations), vehicle construction, and the system's importance to the community.

9. Biculturalism, Bilingualism, and Multiculturalism

In order to develop their understanding of biculturalism and bilingualism, children in English- and French-language schools could hold a "French Week" or an "English Week". To develop the concept of multiculturalism, days or weeks focusing on various cultures could be held. If this idea is to be used as part of the community study, the selection of cultures should reflect the composition of the community in which the children live.

Activities could include:

- the preparation of food of different cultures
- interviews with parents to obtain information on the cultures under study
- use of the "O Canada" kit (available from the Commission of Official Languages, Ottawa, Ontario, K1A 0T8)
- spelling bees
- movies



- scavenger hunts using clues in the language being studied
- writing new verses in the languages of the study to the tune of a well-known song
- writing poetry and plays reflecting the cultures and languages of the studies
- producing murals reflecting the cultures
- learning suitable dances and songs of the cultures.

The study should conclude with a discussion of the following questions:

- a) How has the study increased my understanding of these cultures?
- b) In what ways have these cultures contributed to the way I live?

10. History of the Community

Children can work individually, as a group, or as a class. They should begin by posing questions about the history of their community. These questions should be recorded on chart paper and placed somewhere where they are visible to the children for their personal research.

Teach the class this little rhyme:

I keep six honest serving (wo)men
They taught me all I know;
Their names are
Who, What, and When
Where, and Why and How.

Those six words always ask good questions. Other good words to use in asking for details are: tell, discuss, describe, explain, define, illustrate, and research. Do not let a question requiring only a "yes" or "no" answer be asked, unless it is followed by one of these words in order to elicit further detail.

Have the class practise formulating questions on a topic familiar to them before they go into history-oriented questions. These questions should be answered; in this way, students will be able to see whether they are asking specific questions for research or not.

Discuss what is already known about the community. Record this information on chart paper or on the chalkboard. Now move from the known to the unknown. Ask the class what they want to know about the history of their community. Record their questions. Be sure they are good questions following the correct question format. When all the questions have been recorded, the class could organize them under topics such as:

- first settlers
- transportation
- food
- shelter
- clothing
- sports
- hardships
- education

- church
- communication
- art
- occupations
- farming
- crafts
- music.

Some sample questions might be:

- Who were the first people here?
- When did the first settlers arrive?
- From where did the settlers come?
- How did they clear the land?
- What kind of tools did they have?
- How were they educated?
- Where did they live when they first came?
- What kind of hardships did they encounter?
- What methods of transportation did they have?
- How did they communicate with people far away?
- What kinds of work did the men, women, and children have to do?
- Who made the clothes? How did they get the material?
- Was there a church in the area? If not, how did they worship?
- How was the food preserved and prepared without refrigerators and stoves?
- How was milk made into butter?
- What was the life span of these early settlers?
- Why did they die earlier than we do?
- How did the women make sheep's wool into wool for their families?
- What did they do to give colour to spun sheep's wool?
- Describe how weaving was done.
- How were the roads built?
- What other things were made by hand?

The teacher will have some other items for the children to research. These can be researched according to the children's interests by suggesting that they also look at these items.

A list of historic sites can be researched. Here are some examples:

- municipal offices
- education centre
- a park of community importance
- an old mill, restaurant, hotel, lodging, farm
- churches

- cemetery or burial grounds
- older homes in the community (probably now reconstructed or open for tours)
- an old train station
- an old service building
- a factory, school, store
- a pioneer village
- an historic plaque
- an Indian village
- an historic spot by the lakeshore where an explorer may have landed.

The teacher should try to supply some information about these historic sites.

An "Historic Sites" field trip could be planned by the teacher and the class, or by the teacher alone. By taking the trip before the children do, the teacher can prepare a slide presentation or some type of pictorial show to help the children with their research of the sites and to stimulate interest. A group of children should make a map showing their community, the location of each site, and the route that will be taken.

As each group completes its research on an historic site, two or three specific questions could be assigned to each child for research during the tour. The information and observations gathered could be used to make a tour booklet. The teacher would also include instructions and questions about each site to be completed on the tour.

Follow-up Activities

The children could:

- make pictures of their favourite site;
- make a photograph collection with a written explanation for each photograph;
- write their thoughts about what they saw;
- make a logbook recording the trip;
- make models of the historic buildings;
- make a wall or chalkboard map of the route and the locations of the places visited;
- record interesting things about the trip on a wall chart;
- write "thank you" notes to people who had to be contacted in order to make the visit – to the bus driver and the school principal, as well as to anyone else who helped, including parents;
- check the local newspaper for any articles about the places visited;
- write to the local newspaper about the trip;

(This can be done prior to the trip, at which time someone may arrange to meet the class at a specific place in order to

photograph and interview the children concerning their trip. This is a very memorable experience for the children.)

- tape their impressions of the trip;
- record any evidence of pollution they may have witnessed;
- arrange for a Member of Parliament or someone knowledgeable to discuss a specific item about the community;
- make crayon etchings of tombstone writings, noting the names, the life span, and the role of the dead person.

Skills

a) Cemetery Study

Such a study can help children to respect those who made a way for today's people and to understand the kind of behaviour expected in a cemetery. They can gather information that will lead to understanding of the generally shorter life span, causes of death, family names, and the close family ties of the past. Families usually lived very close to their relatives and were buried in the family plot in the cemetery on the grounds of the church they probably attended each week. Families today live much farther apart. Students can also study the ageing of physical things by comparing the grave-stones of different dates. It is preferable to go to the oldest part of the cemetery.

Before visiting the local cemetery, check with your principal. You should also check with the cemetery custodian or the local historical society for permission to take your class to the cemetery. Outline your plans for the study.

Arrange for bus transportation, if the cemetery is not within walking distance of the school, and for parental help. Outline your plans to the parents so they know what is expected of them and of the students; they can be of great help.

Prepare student activities prior to going to the cemetery to ensure that each child or group has a task that can be completed in the time available. Discuss the behaviour that is expected with the class. Children should be quiet and respectful. There must be no running and no jumping on stones, etc.:

Have children complete some of the following activities while at the cemetery:

- Make a list of the names on the stones, the ages, places of birth, dates of births and deaths, and the cause of death, if given.
- Record any interesting information given on the tombstones.



— Make crayon etchings by placing a piece of paper over the item to be etched on the tombstone and then rubbing the crayon, keeping it only on the paper. This must be done very carefully to avoid defacing the tombstone.

— Record information with a camera.

— Copy inscriptions.

— Map a section of the graveyard.

For students doing detailed information-gathering of one small section of the cemetery, a chart such as the one given on this page could be used.

Follow-up Activities for Cemetery Study

i) graphs, with written conclusions drawn from the graph, based on

— life span (male/female), including infant mortality

— causes of death

— countries of birth

— the ages of tombstones in the cemetery

ii) inscriptions

— types of inscriptions on the gravestones

— similarity of inscriptions

— reason for putting inscriptions on gravestones

iii) a research study of the history of a family identified in the course of the project

iv) discussion

— How did it feel to be in the graveyard? How did this affect behaviour?

— How did the cemetery study increase understanding of the history of the community?

b) Senior Citizen Interview

Through this activity students learn to have respect for the opinions of others as well as for the different outlook on life that a senior citizen might have. Students prepare the questions to be asked. Preparations for an interview have already been discussed and can be used here as well.

Before doing this activity, obtain the consent of your principal, the senior citizen to be interviewed, and the child's parents. Arrange for transportation and supervision for the child. Supervision may be provided by a teacher or a parent.

Be sure that all necessary equipment is in order prior to the interview. Arrange for pictures to be taken during the interview and for the senior citizen to receive copies.

Section of cemetery

Tombstone number							
Name-family name -given name(s)							
Male/female							
Place of birth							
Date of birth							
Date of death							
Cause of death							
Age							
Family relationship							
Inscription							

Review the child's questions to make sure that they are not too personal and that he or she will be able to bring back a report to the class.

Review the behaviour and manners expected of all children doing interviews. Discuss how they may interact with older people. The children who do not have grandparents may not know how to cope with or how to react to them.

The child might ask the senior citizen some of the following questions:

- Where were you born? When did you come here?
- What kind of things did you do as a child to entertain yourself?
- What was the school like that you attended?
- How have things changed over the last 25 to 30 years of your life?
- When did the biggest change in this community take place?
- How do you feel about the way some things are done in the world today?

— Do you remember incidents where people had to "make way for progress"? What were they? Do you think they were progress?

— How do you feel when you walk through the large shopping malls? Supermarkets?

— What do you think about the super-highways and the speeds at which people travel?

— What are your thoughts about both parents working today?

— How do you feel when you see large high-rises and apartments going up every day?

If the senior citizen lives in a retirement home, the students can ask:

- How do you like the life there?
- How often do you see your family?
- How have Christmas and other holidays changed over the years?

c) *Logbook/Photo Album*

Children enjoy doing this activity since it is their own collection of things they did

during their community study. They learn to record items that interest them and that are also at their own reading level. Photographs taken by the teacher or the class photographer can be added with a comment below them.

The book should be left at an interest centre where the children can pick it up when they want to look through it. A new book could be made for each topic that is studied. It is a good idea to bind the book in hardboard or in two pieces of plywood. Each new book can then be added to the previous one. The books could become a real conversation piece and the children could share them with their parents when they are in the school or take them home for an evening.

d) *Pioneer Day*

By having a pioneer day in the classroom followed by a trip to a pioneer village, if possible, the teacher could help the child move into another time and place more easily. The child develops the feeling of belonging to the pioneer period. Several activities can help the student take this imaginative leap.



Etobicoke Guardian

Pioneer Clothing:

Children could have their own pioneer clothes to wear to the pioneer village, at school on Pioneer Day, and at any other time the class decides.

The costumes are simple to make. The children can help with hand-stitching and pattern-cutting. Some parts need machine-stitching and parents may volunteer to help with this. The following suggestions assume that all girls will wear skirts rather than trousers. Have students discuss whether or not this is realistic when preparing pioneer clothes.

For the girls' skirts, use two lengths of material measured from the waist to the floor, with elastic casing around the waist. Gingham is the easiest material to use and it also looks "pioneerish". For the apron, use 50 to 75 cm white broadcloth with a waistband and a tie on the back. For the bonnet, use 65 cm broadcloth in a colour that matches the gingham skirt. "Simplicity" has the pattern for the bonnet. A white blouse completes the outfit. The students look like little pioneers and they love every minute of it. The outfit can also be worn for parties later without the apron and bonnet.

For the boys' knickers, make "baggy" knee-length pants with elastic around the waist and around each knee. Broadcloth is easy to use and is not transparent in the darker colours. For the shirt, take a white

shirt and sew ruffles around the cuffs, the neck, and down the front. (A white ruffled blouse is perfect too!) A piece of black ribbon tied to form a bow is a perfect pioneer tie when attached to the shirt. Knee socks add to the boys' pioneer outfits. They look and feel as though they are real pioneers. A hat of pioneer style can also be worn.

Pioneer Log Cabin:

Build a pioneer log cabin and furnish it. Use large pieces of cardboard, available at lumber yards. Paint the cabin brown and add black to give it the log effect. Corners can be tied together with strong string and held with 4 cm split-shank paper fasteners. Use volleyball poles to hold up the roof and attach the roof to the walls with string. The children will work out a method to hide the string.

Windows can be cut out, and curtains made by the children will enhance the cabin. The door can be folded back on the end of one piece of cardboard. A small piece of wood makes a perfect door handle.

The furniture can be brought in by the children or made from cardboard. They will include all the items that pioneer people had in their homes. When the cabin is finished, have the children enter and feel the warmth of a real pioneer home; they will love it. Let them invite



other classes in to see their cabin home and everything else they have made.

Food:

Nothing tastes better to children than the food they make themselves. Let them try making pickled beets, rhubarb jam (using jello), bread, homemade old-fashioned stew, apple sauce, butter (shake up cream in a jar until butter appears), muffins, cookies, and, most fascinating of all, their own ice cream.

Recipes for all of these and more are available from Black Creek Pioneer Village, Jane and Steeles West, Toronto (661-6610).

The children can also research:

- how the settlers cleared the land
- how candles were made
- how milk was churned into butter
- how wool was spun from sheep's wool and woven into fabrics
- how roads developed from trails to today's superhighways
- the roles of each person in the family
- how bread was made
- how wheat becomes flour
- how children entertained themselves
- the way in which holidays were celebrated
- how the crops were planted and cared for
- how food was preserved and canned
- education in pioneer days compared with today
- clothing and its prices compared with today
- the operation of a mill
- the all-important work of the blacksmith
- how pioneers made soap and dye
- how to weave, spin wool, braid rugs, hook rugs





- tools and the construction of a log cabin
- farm machinery and farm tools
- the general store compared to today's grocery stores and shopping malls.

Follow-up Ideas for Pioneer Day

- making charts and murals;
- weaving on a hula hoop with binder twine and material strips, on cottage cheese container lids with wool, or on cardboard with wool or cotton strips;
- making dye from weeds and then doing tie-dyeing;

- hooking rugs on small pieces of burlap;
- making a pioneer recipe booklet;
- making a braided rug by cutting off the feet and tops of old nylons, braiding in threes, and then sewing them together in a circle;
- braiding crimplene material strips in threes, then sewing them together in a circle to make a braided rug;
- making crossword puzzles using pioneer vocabulary;
- creating jigsaw puzzles;

(Draw and colour a picture; paste it on bristol board; draw simple shapes with a



thin black magic marker; cut carefully along the lines; put the pieces in an envelope and label it. The jigsaw puzzle can then be put together.)

- creating booklets;
- creating peep shows or filmstrips;
- making models of tools, candle holders, and moulds;
- making “the real thing”, e.g., candles, butter, dye;
- putting together a picture collection.

Take lots of slides or photographs during the study and during the tour of the pioneer village. Have the class sort and organize them. Let each child write a commentary for each photograph or slide. If they are photographs, have the children put them in a photo album and have the comments written under each photograph. If slides are used, place the slides in trays and tape-record the comments. This is a very useful teaching aid for each class.

Students could also construct a box village. Each student or pair of students could choose a building in the pioneer village to reconstruct. The interior and exterior could be made from cardboard boxes. Paper roads can be made, and each box placed along the street in the approximate area where it would be in the village, e.g., the mill must be near the water, the inn (halfway house) and general store in the centre of the village, with the blacksmith nearby. The children must think about the organization of their village.



11. My Community and Other Communities

Having completed both a contemporary and an historical study of his or her own community, the child is ready to formulate a number of generalizations that can be used as a basis for the study of any other community.

The teacher might begin by asking the children to spend some time in individual, thoughtful review. "Take a few minutes to think about the study we have been doing of our community. By yourself, make a list of all the things you studied. To remind yourself of some of the activities, look at the materials we have around the room."

After the children have worked at this for a while, have them form groups of four or five to organize their ideas. Have the children put their group results on large sheets of paper and put them up on the walls. As a class, organize the material into large headings. These can serve as the basis of a study of any other community

because the children have seen the generalizations develop from the specifics.

At this time another method of listing general headings for study might be presented:

- a) Land — topography
- b) Climate — weather
— vegetation
— effect on animals
- c) Factors
 - F — food
 - A — agriculture
 - C — clothing
 - T — transportation
 - O — occupations
 - R — resources
 - S — shelter

Students now have two bases from which to approach another community. These can be adapted to the individual abilities and interests of each child. The

class might be divided into groups on the basis of interest in a community outside their own — in Canada or elsewhere. Within the group, the children would divide the study on the basis of this generalized approach. Each student would be responsible for only one topic. The group would then gather its research into a report — visual, written, or oral.

As interest is shown, additional topics can be added:

- d) Plants and Animals
- e) Religion
- f) Holidays and Customs
- g) Sports and Recreation
- h) Arts, Crafts, and Music
- i) History
- j) Communications
- k) Education
- l) Contemporary Issues
- m) Comparison to My Community

**Build a Community
in Your
Classroom**

and use it